1998/99 Annual Report to the Ministry of Advanced Education, Training and Technology

April 1999

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BRITISH COLUMBIA COUNCIL ON
ADMISSIONS & TRANSFER
SUPPORTING BC's EDUCATION SYSTEM

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1998/99 Annual Report to the Ministry of Advanced Education, Training and Technology

April 1999

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A. MESSAGE FROM THE CO-CHAIR - *Dr. John Dennison*

Once again I am pleased to give a most positive report on the activities of the Council and of the performance of the staff. As indicated in this annual summary of activities the Council has had a busy and productive year and has made an important contribution to the overall management of the complex post-secondary education system in British Columbia.

The Executive Director, Frank Gelin, has maintained his outstanding level of leadership and productivity. Dr. Gelin is held in high regard by the system for his work on behalf of the Council. This view was strongly reinforced by a formal evaluation of the Executive Director, a copy of which has already been forwarded to the Ministry.

As noted elsewhere in this report, Finola Finlay's contribution to the Council in her role as Associate Director has been enormous. Ms. Finlay's professional approach to the issues at hand and her ability to attract the support of representatives of the system in addressing these issues has received the highest commendation.

As always the professionalism of the supporting staff members, Barbara Clague and Jean Karlinski, has been a formidable asset to the activities of Council. Two more competent and dedicated staff would be difficult to find.

The representatives from various institutions and agencies who comprise the body of Council have contributed in many ways to the ongoing debates about Council policy and procedures. While the discussions have often been animated, they have never been acrimonious. I commend each of these representatives for their support and encouragement, plus their determination to improve the quality of post-secondary education in this province.

B. MANDATE

The British Columbia Council on Admissions and Transfer (BCCAT) received a Management Letter from the Assistant Deputy Minister of Advanced Education, Training and Technology dated June 17, 1998. This Management Letter outlined the role of BCCAT and provided a clear set of expectations with respect to the various projects and activities that should be undertaken in the 1998/99 fiscal year. This report documents what has been accomplished relative to the items listed, and also covers other activities undertaken but not stipulated specifically in the Management Letter.

During 1998/99 the focus of BCCAT has been on the strategic implementation of new policies and practices. This implementation phase is the result of the major consultation and research projects undertaken in previous years.

All the activities of the Council have been consistent with its mandate to support and facilitate effective articulation, transfer, and admission arrangements for students wishing to move between the province's colleges, institutes, and university colleges and to the universities. Underlying the Council's activities is a commitment to reflect and enhance the major values of the post-secondary education system as identified in *Charting a New Course*. The following table matches activities this year to the Council's mandate, as well as to those system values.

System Values and BCCAT Mandate	BCCAT Action
Equitable Treatment of Students	➢ Task Force on Standards and Processes ➢ Mediation and Communication ➢ Institutional Contact Persons Committee
Access and Affordability	➢ Transfer Guide (Print and Online Versions) ➢ Transfer Information for Post-Secondary Success (TIPS) Student Transfer handbook
Relevance and Quality	➢ Associate Degree Review Task Force ➢ Transfer Innovations Projects
Accountability	➢ Student Profile Studies ➢ Transcript Assessment Studies ➢ "Investigating Transfer" Reports ➢ Publication of all reports in accessible formats
System Coordination (Organizing for Success)	➢ Articulation Committees ➢ Common Adult Graduation Credential/ABE Project ➢ Support to Ministry and Institutions ➢ Working with other system agencies ➢ Working with system committees ➢ BCCAT Web site

C. ACTIVITIES AND PROJECTS 1998/99

1. The Council

The Minister modified the Council structure in1997/98 by dropping the position of public representative and adding two additional faculty representatives, one each from the college and university sectors respectively. The new faculty representatives were selected in collaboration with the College-Institute Educators' Association and the Confederation of University Faculty Associations of B.C.

Council Membership

The members of Council during the year 1998/99 were:

John Dennison (Co-Chair)
Frank Gelin (Co-Chair & Executive Director)
Dileep Athaide - college faculties (appointed April 28, 1998)
Roger Barnsley - colleges, university colleges & institutes (appointed October 15, 1998)
Roger Blackman - universities
Sheila Colbert-Kerns - colleges, university colleges & institutes
Terry Jean Crawford - university faculties (appointed April 28, 1998)
Rachael Donovan - colleges, university colleges & institutes
Ken Harvey - secondary school sector
Peter Jones - colleges, university colleges & institutes (expired August 31, 1998)
Michael Longton - university faculties
Verna Magee-Shepherd - colleges, university colleges & institutes (expired August 31, 1998)
Ann McArthur - colleges, university colleges & institutes (appointed October 15, 1998)
Jaimie McEvoy - students
Sid Mindess - universities
Martin Petter - universities
Deborah Poff - universities
Maureen Shaw - college faculties
Terry Sherwood - universities
Michael Weiss - private institutions (resigned December 31, 1998)
Susan Witter - colleges, university colleges & institutes

The Council held four general meetings during 1998/99, one of which was held at the Campbell River campus of North Island College (October 1998) and one at the New Westminster campus of Douglas College (March 1999). At each of the latter two meetings time was provided to meet with representatives from the administration, faculty, and students to discuss transfer related issues specific to their institution.

Special Advisor Became Associate Director

A significant amount of work undertaken by Council this year would not have been possible without the position of Associate Director. Finola Finlay, who had held the position of Special Advisor for two years, became a member of the permanent staff under the title of Associate Director. She was the person who took primary responsibility for:

- The Transfer Innovations Project
- The Task Force on Standards and Processes
- The Student Transfer Handbook
- UVic and SFU Transcript Assessment Studies
- Working with articulation committees/organizing November Forum
- Coordinating the production and writing of newsletters/ reports
- The Common Adult Graduation Credential/ABE Project

Council Office

The Council Office has been required to adjust to a significant amount of change in computing requirements. Staff are now using Office '97 and have recently migrated to a web-based Lotus Notes environment for e-mail, calendars and other office sharing tools. With the help of technical assistance, the Administrative Assistant and Executive Secretary substantially revamped the database structure in order to streamline the use of data banks for all committees and system wide contacts and to assist in the distribution of materials.

2. Council Committees

a. Associate Degree Review Task Force

In 1991, the Council recommended to the Minister the establishment of the Associate of Arts and the Associate of Science Degrees. The primary purpose of these new provincial credentials was to certify successful completion of a specified selection of university transferable arts and science courses taken over a two year period.

This year an Associate Degree Review Task Force was established to review the curricular elements and requirements for the associate degrees and to make recommendations regarding any changes to those requirements. In addition, the Task Force was asked to investigate the potential use of the associate degree as a vehicle for block transfer and prepare the most acceptable approach to degree granting institutions regarding this topic. This latter task is part of a larger major initiative to seek significant enhancements to the transfer system, as undertaken by the Transfer Innovations Committee.

To date the Task Force has met on four occasions. It has engaged in an extensive consultation with the system, has completed a suggested revision of the curricular

requirements*[1], and has drafted a discussion paper on the issue of block transfer credit for the Associate Degree.* Discussions with degree granting institutions will commence this spring and continue in the fall on the issue of block transfer.

b. Program & Articulation Committee

A significant responsibility is the support and co-ordination of provincial post-secondary articulation committees. New procedures for communicating regularly with committees resulted in increased contact between the committees and BCCAT during this past year. This includes the receiving and reading of minutes, noting any areas of interest or concern; sending out regular e-mail bulletins and letters to all committees updating them on Council activities and areas of interest to them; maintaining an articulation committee section on the web site; reporting on meeting highlights in Council newsletters; and ensuring that all committees have Liaison Administrators.

The presence of secondary school representatives on appropriate articulation committees this year has made an impact on the committees' awareness of issues effecting the transition from secondary to post-secondary institutions.*

In November 1998 a forum was held to which all chairpersons and liaison administrators were invited. Part of the day was devoted to a discussion of maximizing the effectiveness of articulation committees and many positive suggestions and recommendations were received. It is clear that the role of the Liaison Administrator needs to be clarified and reviewed. The report of that meeting is posted on the web site.*

Two projects come under the purview of the Program and Articulation Committee. *The Nursing Articulation Project* involves the Nursing Articulation Committee and all diploma and degree nursing programs in the province. The objective is "to develop guidelines to facilitate transferability of students among nursing programs." An interim report was received at the end of May 1998. It consisted of a very comprehensive review of all nursing curricula matched to hours, credits awarded, and topics covered. Although it is labeled "Guide for Course Articulation" it is not intended as an indication of credit transfer or equivalency. Such a "transfer guide" is the next step, and the committee is currently working on this phase. The Final Report is due in June 1999.

The Telecommunications Project, jointly undertaken with the Centre for Curriculum, Transfer & Technology, involved consultation with all articulation committees and specific assistance to two committees to ascertain levels of use of

[1] This asterisk and others in this report indicate that a document pertaining to the item/s is included in the full Annual Report package sent to the Ministry. Section F contains a numbered list of such documents.

technology in their committee communication patterns. The final report of the Project is expected to be received in the spring of 1999.

c. Research Committee

The Research Committee was active in its deliberations to recommend specific research projects which support the Council's mandate and objectives and which can provide useful answers to questions integral to measuring the transfer effectiveness of B.C.'s post-secondary system. The major premise underlying the Council's research agenda is:

> *If it can be shown that students who first attend a community college are able to transfer without difficulty, and if it can be shown that these transfer students subsequently perform well in their academic studies, then the public will gain confidence in the community college system, the universities will readily accept community college graduates, and the entire system of post secondary education can work in a more coordinated fashion to improve access for students in a cost effective manner.*

Committee members were also active in reviewing and recommending revisions to draft research reports prepared by various contractors prior to their recommending formal acceptance of reports by the Council. All of the Council's research reports can be found on the BCCAT web site where they have been organized into various categories.*

Research Reports

Investigating Transfer Project: A Study of Transfer to B.C. Universities
As reported last year, the Council contracted with Prof. Lesley Andres at UBC to conduct a detailed research study to clarify the degree to which transfer students experience problems during the transfer process. This research was intended to provide much richer information about the difficulties that students experience when they transfer than can be easily ascertained by a questionnaire.

The first part of this project, *Phase I: Transfer Experiences of Students from Community College to University*, was completed in late 1997. It reported on the experiences of students who already had successfully transferred to Simon Fraser University from Douglas College. The author of this study concluded that for this set of students,

> *"despite the different levels of complication identified with regard to getting the necessary transfer information from the various sources available, most students satisfactorily transferred most or all of the credit hours earned at the community college. If they had taken courses for which transfer credit was not a possibility they typically knew it at the time. Obtaining transfer credit was, on the whole, not identified as a significant problem area. Indeed, for the majority of the students interviewed, the mechanics of the transfer process did not present an overwhelming source of distress."*

In an analysis of the kinds of problems or frustrations some students reported, the most frequent and significant issue pertained not to the actual procedures involving transfer but rather to the "transfer experience" itself. Specifically, many students found the transition from college to university difficult and stressful, requiring a significant adjustment to a different learning environment. Students were most distressed as a result of a decline in their grade point average in the first term following transfer. The students' perceptions for the cause of this decline are discussed in detail in the paper.

Phases II and III of this research have now been completed. Phase II, entitled *The Community College Student's Perspective of Transfer: The Case of Douglas College*, reports on students enrolled at Douglas College who were planning to transfer to SFU. The study involved 30 minute individual interviews with students to better understand their educational plans for transfer. The major finding from these interviews was that many college transfer students do very little educational planning particularly with respect to where they intend to transfer and how their transfer courses will fit into their subsequent studies. This finding led Council to embark upon the development of a student transfer handbook that will outline for students the kinds of information they should obtain, where to obtain it, and will help motivate students to invest more time and energy in planning their future studies.

Phase III is entitled *A History of Transfer Policy and Practice in British Columbia*. As the title suggests, it is a concise history and a reflection on the evolution of our province's post secondary system since the publication in 1962 of the Macdonald Report: *Higher Education in British Columbia and a Plan for the Future*. The report focuses specifically upon the development of transfer policies and practices that occurred during the rapid expansion in the number and variety of public post-secondary institutions. It also reflects on the on-going challenge of maintaining an efficient and effective system of transfer in a large and diverse system of autonomous institutions.

All three phases of this research have now been published. The reports have been distributed and also are available on the Council's web site.*

Transcript Assessment Studies at Provincial Universities

In order to better determine what kinds of courses were denied transfer credit at UBC the Council commissioned a report by the Admissions Office at UBC*. This study examined a random sample of 338 transcripts of college transfer students who had applied to UBC and had been admitted into one of five faculties. Transcripts were examined to determine how many credits had been earned by students prior to transfer, and how many had been granted by UBC upon transfer. A list of reasons why credit was normally denied at UBC was devised, and all courses which were denied credit on these transcripts were checked against this list. This study was published in May, and provided much detail, not available through any other means, on the articulation and transfer of courses.

Following from the Transcript Assessment Study completed at UBC, Council commissioned similar studies at SFU and UVic. Both reports are now in draft form, and will go to the members of the Research Committee for review.

Profiles of B.C. Transfer Students in BC Universities

For the past few years, the Council has published reports on profiles of transfer students attending Simon Fraser University over a five year period. This research has continued to be refined and a new report was published in December 1998. This latest report provides new information on the number of students admitted to SFU in various admission categories for each of the past five years. Likewise, the University of Victoria prepared its first student profile report in 1997 and completed its updated report in February, 1999. For the first time this year, UBC was commissioned to prepare a report on its transfer students and this report was published in November 1998. During the past year, a meeting was held with representatives from UNBC to encourage them to organize their data collection system so that they could complete similar student profile studies in the near future.

These research reports are highly valued by the post-secondary system because they provide useful measures of accountability on the effectiveness of current policies and procedures to facilitate student transfer and mobility. The reports provide extensive demographic information about the number of transfer students admitted to each university and the institutions from which they transferred. In addition, the data also reveals the number of credits that students transferred, which programs of study students transferred into, the numbers of students completing degrees, and how long they took to do so. The studies also analyzed the academic performance of transfer students compared to direct entry students as they progressed through to graduation. Comparisons of grade point average performance on a specific number of key courses are also included in the analyses.

The full reports entitled *Profile of B.C. College Transfer Students Admitted to Simon Fraser University 1993/94 to 1997/98, Profile of B.C. College Transfer Students Admitted to the University of Victoria 1993/94 to 1997/98, and Profile of B.C. College Transfer Students to the University of British Columbia 1992/93 to 1996/97* are available on the web site.* Print copies have also be distributed across the system to college and university Presidents, Vice-Presidents of Instruction, Offices of Institutional Research, and others.

In order to provide a concise summary of these studies, the Council has commissioned a paper which integrates the results from the three universities and summarizes what has been learned from these profile reports. This report will likely be finished later this year.

Another related report currently in progress attempts to determine to what degree any observed differences in academic performance at university between transfer students and direct entry students can be attributed to differences in high school grades obtained by these two groups.

d. Student Transfer Handbook Committee

The results of various research studies and student questionnaires revealed that many potential transfer students do not engage in sufficient educational planning when first enrolling at a college. It was evident that there was a very strong need for readily accessible and easily understood information that students could use when planning their studies and in particular when they intended to transfer their credits between institutions. Consequently, the Council struck a committee to develop a student handbook on transfer.

The Committee engaged in substantial consultation with the system and a draft Handbook, titled Transfer TIPS (Transfer Information for Post-secondary Success) has now been produced *. All institutions were invited to provide comments and suggestions, and many did so. The draft was also pilot tested with three focus groups of students, including one organized with the Canadian Federation of Students. As a result, the final editing process is now underway. Pending approval by Council, it is anticipated that copies of the Handbook will be available for use in institutions by this fall. Indications from the consultation phase are that the Handbook is badly needed and is being eagerly awaited.

e. Task Force on Standards and Processes

The Task Force on Standards and Processes was established to investigate and recommend solutions to problems caused by those institutional administrative processes which constitute barriers to smooth and efficient transfer. It is chaired by Council member Maureen Shaw, and members are drawn mainly from the student services areas of post-secondary institutions. The Task Force produced its final report last year, and approved an implementation plan for forwarding the recommendations to institutions and other appropriate agencies. Year 1 Recommendations were forwarded in the summer of 1998 to all institutions. Additionally, one recommendation was sent to the Degree Program Review Committee, one to the B.C. Registrars' Association, and one to CEISS/PASBC. Recommendations related either to immediate implementation, or to long term consideration.*

Several institutions responded directly to BCCAT, indicating their level of compliance with these recommendations. Other responses are currently being collated. Year 2 Recommendations will go out in late summer/early fall 1999. Meanwhile, the Task Force met twice to consider additional items related to administrative transfer processes, particularly the matter of Electronic Data Interchange.

f. Transfer Innovations Committee

Council approved Terms of Reference, membership and a budget for this committee, and it met for the first time in October of 1998. Chaired by Terry Sherwood, Associate Vice-President Academic at the University of Victoria, its mandate is to "initiate, implement, and monitor projects or initiatives designed to improve or enhance transfer, especially flexible transfer and block transfer projects and other means of supplementing course-by-course articulation." The committee has defined the scope of transfer innovations projects, and approved a complete Request for Proposals Package.* This package has gone to all transfer-related articulation committees, with a request that it receive prominent consideration at articulation committee meetings this spring. The committee will meet in September to adjudicate applications for transfer innovations projects.

The Committee also directed staff to raise awareness in the post-secondary system that change and improvement to the transfer system is needed. As part of this communication strategy, a four page Special Report, "Transfer: What's the Problem?" was produced, and 7000 copies printed and circulated to all institutions.*

g. Institutional Contact Persons Committee

This Committee is composed of two representatives (primary and secondary) from each post-secondary institution listed as a "sending" or "receiving" institution in the B.C. Transfer Guide. Each committee member is responsible for:

a) Retaining, and distributing as required, information concerning transfer agreements in place between his/her institution and other post-secondary institutions.
b) Providing a "lead contact' role for BCCAT in transmitting information to the post-secondary system, including the circulation of newsletters, special reports, bulletins, research findings, etc.
c) Organizing the proofing of the draft B.C. Transfer Guide to ensure the accuracy of its content for his/her own institution.
d) Proposing for discussion or examination administrative systems which could strengthen transfer effectiveness between institutions.

The annual meeting of Institutional Contact Persons in May 1998 reviewed the process of Council's overall co-ordination and recording of transfer guide agreements and the production of the Transfer Guide as well as numerous other related transfer policy and procedural issues.*

3. 1998/99 B.C. Transfer Guide and BCCAT Web site

The B.C. Transfer Guide, published annually by BCCAT, is the formal record of all transfer agreements between and among participants in the post-secondary transfer system. This includes all B.C. public post-secondary institutions as well as three private ones (Trinity Western University, Columbia College and Coquitlam College) and Yukon College. BCCAT published its ninth annual edition of the BC Transfer Guide* and distributed over 2,400 copies to public and private post-secondary institutions, high schools, municipal libraries, education ministries across Canada, and to a number of public and private agencies and organizations who require copies. The online version of the Guide has proved to be most successful with almost 60,000 "hits" occurring to the main transfer guide menu in 1998/99.* We hope to be able to reduce the number of copies printed in future years as more people are able to rely on the online version.

It takes time and effort to ensure that the Transfer Guide is an effective tool for educational planning. This is an extremely complex task given the interactions of so many institutions involved in its production. The Transfer Guide web version is regularly updated throughout the year. Detailed summaries of changes to the transfer guide data base used to be mailed to each appropriate institution but since last June are now only posted on the web site where they can be easily checked for accuracy by sending and receiving institutions.* The Transfer Guide Coordinator worked diligently to produce the guide as well as assisting BCCAT staff on related issues.*

During the past year, the feasibility of developing an on-line web-based electronic transfer credit evaluation form was investigated. Such a form would be used by sending and receiving institutions to request and record the outcomes of formal requests for transfer credit. This would replace the current system that relies on faxing documentation between institutions. There is now a completed "Functional Design Specification"* that describes the function and utility of a web-based form and all public post-secondary institutions have been consulted on its implementation. The results of that consultation necessitate further discussion as mixed reactions have been received as to whether or not implementation should proceed. The cost of system wide implementation is also subject to budgetary considerations in the next fiscal year.

D. SUPPORT TO THE SYSTEM

1. Meeting Room Support to the Education System

The Council offered rental-free use to its 16 seat meeting room adjacent to the Council's offices. It was accessed on 70 occasions in 1998/99 by a wide variety of groups and organizations connected with the post-secondary and K-12 sectors of the public education system. This represents a considerable convenience to our colleagues in education as well as providing system wide cost savings.

2. Admissions Issues

Last year the Council developed a document which summarized university admission requirements for students not eligible for direct entry to the universities, but who can become eligible after completing a specified number of credits at a community college. A brief document outlining the requirements is now posted on the web site and included in the Transfer Guide. However that document did not include reference to all of the universities and the university colleges nor did it address the issue of students without a formal high school diploma. A substantial revision to this statement will be included in the next edition of the Guide. *

The Executive Director is currently in discussion with one university faculty over an aspect of their admissions policy that may be perceived as disadvantaging college transfer students. The Executive Director has requested the university in question to provide a rationale for its current admission policy and will be meeting with university representatives to discuss the matter.

3. Mediating Transfer Disputes

The Council had no major involvement in mediating transfer disputes during the past year but did respond to a few inquires with respect to potential transfer difficulties. Advice and direction was provided to facilitate such transfer problems being resolved between respective institutions without significant involvement from the Council.

Based on some concerns about whether the "Guiding Principles for Business and Commerce Transfer" were still current, and whether all institutions were aware of the terms of the protocol, a meeting is being arranged with representatives of Commerce Faculties from SFU, UVic and UBC. The purpose of the meeting is to revisit the Principles, and update them as required.

4. Support to Individual Institutions

Each year Council staff responds to many requests for assistance and support from individual institutions. This year these included:

- CNC: Executive Director met with senior administrative staff as well as with the Counseling Department to discuss the role of the Council and our current activities and plans.
- COTR: staff provided resources related to articulating with high schools.
- KUC: sought assistance to develop block transfer policy for a diploma program.
- LANGARA: requested information regarding articulation agreements with a private post-secondary organization.
- MUC: staff helped to resolve an issue regarding course transfer.
- NWCC: requested assistance to formulate policy on block transfer to one of their diploma programs.

- OLA/UVic: staff helped to facilitate resolution to an issue regarding the listing of upper division courses in the B.C. Transfer Guide.
- TECHBC: Staff met and corresponded with personnel from the Technical University, to assist them to develop policies and practices related to transfer.
- UBC: staff responded to a request from Agricultural Sciences regarding block transfer agreements.
- UCC: staff provided information regarding the articulation of upper level credit.
- UNBC: Executive Director met with senior administrative and department Chairs to discuss the role of the Council and our current activities and plans. The Associate Director provided support on an articulation issue.
- OLA, UCC, and OUC: the Executive Director met individually with the new Presidents at these institutions to familiarize them with the role and mandate of the Council and to solicit their support for our work.

5. Private Post-Secondary Institutions

BCCAT was approached on four occasions this year to provide advice to private post-secondary institutions or agencies regarding transfer and articulation issues. The Executive Director and/or the Associate Director met with representatives from the University of Phoenix, the Kootenay School of the Arts and Corpus Christi College to answer questions and provide information. In addition, the Associate Director served on a subcommittee which provided advice to the Pacific Rim Institute of Tourism regarding the laddering and articulation of both private and public tourism courses and certification programs.

Articulation with the private sector is an emerging area which the Council will be considering in more depth during 1999.

6. Communications with the System

A modest one-page brochure about the Council was prepared this year for use in explaining its mandate and activities in general terms. *

The Co-Chairs participated in several interviews with Maclean's magazine which profiled in its April 20, 1998 issue a very positive article on British Columbia's post-secondary system including the work of the Council in facilitating student mobility and transfer. This article titled "Customizing a Degree: British Columbia Offers a Range of Accessible Choices" was re-published a second time in the widely circulated issue of The Maclean's Guide to Canadian Colleges 1999.*

This year staff produced two Newsletters. The September Newsletter was intended to update the system on BCCAT projects.* The Special Report, titled "Transfer: What's the Problem?" was designed to raise awareness of some of the transfer difficulties faced by students and institutions (see above, under Transfer Innovations Committee).

All the Council research reports were sent to all institutions, with covering letters providing the context for the research.

All BCCAT information and reports are posted on the web site: **Error! Bookmark not defined.** as well as other reports and articles of interest to the system. In this way the web site is a resource for information related to post-secondary education and to transfer and articulation issues.

7. The Common Adult Graduation Credential/ABE Project

Last May the Associate Director was contacted by the Chair of the ABE Steering Committee and the Chair of the ABE Deans and Directors Group regarding the issue of the acceptability of ABE courses for the purpose of admission to a B.C. provincial university. This is a complex issue, which was explored thoroughly in a meeting convened by BCCAT in June. This meeting involved admissions officers from two universities, the Chair of the ABE Steering Committee, the Chair of the ABE Deans and Directors Group, a School District representative, and two Ministry officials. Information was shared at this meeting regarding the planned Common Adult Graduation Credential. In December, the Associate Director invited Admissions Directors from all the universities to a further meeting to discuss the implications of the Common Adult Graduation Credential for admission to university. Also present were several officials from the Ministry of Education and the Ministry of Advanced Education, Training and Technology.

The Common Credential is still under discussion, and the final official document has not yet been released. Once this happens, BCCAT has undertaken to convene one further meeting of the Admissions Directors to explore the feasibility of developing common or consistent policies regarding the acceptability of the credential for the purposes of admission to university.

E. COLLABORATION WITH MINISTRY & OTHER AGENCIES

1. Ministry of Advanced Education, Training & Technology

The Executive Director was involved in numerous consultations with senior Ministry staff, keeping them informed of the work of the Council as well as becoming informed of related projects being undertaken by various facets of the Ministry. He also participated in meetings to facilitate overall planning and co-ordination between the Ministry and its agencies to facilitate better integration of the secondary and post-secondary systems.

He provided information relating to student mobility and inter-provincial transfer to assist ministerial staff prepare for and participate in discussions between the Provinces and the Government of Canada on the development of the "Social Union" accord.

He also helped to mediate serious concerns that arose between the Outcomes Working Committee (OWG) and Ministry staff over the policies and procedures associated with the administration of the annual student outcomes survey and the utilization of data that

resulted from that survey. An agreement between the OWG committee and the Ministry was successfully completed with the support of the college sector's Council of Chief Executive Officers of the Advanced Education Council of B.C.

The Associate Director provided assistance on several occasions to the Ministry by reviewing and suggesting changes to letters to students who had written to the Minister with concerns about the post-secondary system.

2. Ministry of Education

The Executive Director consulted with senior staff in the Ministry of Education on policy matters pertaining to secondary to post-secondary transitions, the current status of secondary school representatives on articulation committees, and the planned expansion of Career Technical Centres.

3. Centre for Curriculum, Transfer and Technology (C2T2)

The protocol agreement between the Council and the Centre clarifies the respective roles of the two agencies and identifies the kinds of projects for which there would be a commitment for collaboration. The protocol was reviewed by BCCAT and C2T2 and remained in place for 1998/99 but will be reviewed and evaluated again later in 1999. Cooperation on a variety of activities has continued to be very successful.

The Executive Director participated in an educational study tour of England sponsored by C2T2. His participation was motivated by two major interests of Council:

1. to determine the form and extent to which the learning outcomes approach is central to teaching and learning in the system of colleges and universities in England; and

2. to determine the extent to which credit transfer arrangements exist within and between colleges and universities in England and if learning outcomes form the basis of the assessment for establishing course equivalencies for transfer.

The Executive Director submitted his observations and conclusions to C2T2, which is preparing an overall report of the findings.*

The Executive Director played a significant role working with C2T2 and the Provincial Steering Committee on Prior Learning Assessment in endeavouring to resolve a dispute over substantially different positions on whether or not courses completed by PLA should be identified as such on student transcripts. This issue posed a significant stumbling block to reaching agreement on a proposed provincial policy on PLA guidelines and standards. A compromise position was reached and subsequently a new PLA policy statement was recommended to and was later ratified by the Board of C2T2.*

The Council co-sponsored with C2T2 the funding of a telecommunications project (as mentioned earlier in this report).

The Council has maintained active participation in C2T2's Provincial Steering Committee on Prior Learning Assessment and the C2T2 is represented on BCCAT's Transfer Innovations Committee and Associate Degree Review Task Force. The Director of the C2T2 Transitions Team serves as a member of the Student Transfer Handbook Committee.

As mentioned previously, the addition of representatives from secondary schools to provincial articulation committees has been a collaborative endeavour between BCCAT and C2T2.

4. Centre for Education Information Standards and Services (CEISS)

The Council has worked with CEISS on projects of mutual interest. The Executive Director and Associate Director have met several times with the CEISS Executive Director and other management personnel to discuss areas of possible collaboration. A representative from CEISS actively participates on the Student Transfer Handbook Committee.

Jean Karlinski, BCCAT Administrative Assistant, represented the Council on the steering committee of the "Opening Doors" Project (formerly entitled "Explore"). An interactive database of B.C. post-secondary education programs, "Opening Doors" was released in January 1999 following a number of changes recommended by the steering committee to improve its user friendliness and look. This latest version includes BCCAT's Progression of Studies chart from the BC Transfer Guide and a reference to the Council's web site. A web-based version being discussed in current meetings is expected to be released in the fall of 1999.

The Student Transfer Handbook Committee has benefited from the expertise of Jerry Der, of the Career Development and Labour Market department of CEISS.

The Associate Director has agreed to serve as a member of an advisory committee working on the CEISS/PASBC Electronic Data Interchange project.

5. Center for Applied Academics (CFAA)

The Associate Director provided assistance to the CFAA by facilitating a meeting with university personnel, in order to discuss concerns expressed by the universities about the information contained in CFAA's "Articulation Guide." She subsequently helped to edit the revised version of the Guide.

6. Outcomes Working Group (OWG)

The Executive Director is an active member of OWG and assists this committee on many aspects of its work. Currently, with the assistance of BCCAT, the OWG is working on redesigning aspects of the former College Student survey.

7. Industry Training & Apprenticeship Commission (ITAC)

Council staff met twice with representatives from the Industry Training and Apprenticeship Commission (ITAC) to discuss the different roles in relation to trades articulation committees. No decisions have emerged from those meetings, although it is recognized that there is a need for clarity regarding the responsibility both organizations assume for these committees.

8. Other Provincial Level Committees & Organizations

Council staff is actively involved with numerous organizations and province-wide committees. The Executive Director or Associate Director regularly attends the meetings of the following organizations: the Senior Instructional Officers Committee; Deans and Directors of Academic and Career/Technical Programs; the BC Registrars Association; BC Institutional Researchers and Planners. In addition, the office maintains a relationship with several other groups such as the Senior Educational Services Officers Committee (SESOC), the BC Advisors Association, Council of Chairs of Educational Councils (CoEdCo), University Vice Presidents (Academic) Committee, the University Presidents' Council (TUPC) and the Advanced Education Council of British Columbia (AECBC) and will attend meetings of these organizations or committees occasionally or upon request.

9. Out-of-Province & National Agencies

The Council maintains contact with related agencies in other jurisdictions and in particular with the Alberta Council on Admissions and Transfer. Links to these organizations are maintained on the web site, and documents exchanged regularly.

During the past year the Executive Director met with representatives of the Newfoundland Council on Higher Education and senior Ministry staff to share with them Council's approach to coordinating admissions and transfer policies in BC as well as the approach to research studies and reports to measure the effectiveness of the system. They were most impressed with BCCAT's research and intend to determine the feasibility of conducting similar research studies.

The Associate Director met with an officer of the Council on Post-Secondary Education of Manitoba (COPSE). Manitoba has recently established this office and has begun to deal with issues of transfer and articulation. COPSE was seeking advice and resources from BCCAT.

The Executive Director was invited to join the Association of Canadian Community College's Task Force on Mobility and Transferability. The purpose of this task force is to

develop and implement a pan-Canadian protocol to maximize the recognition of transfer credit among Canadian community colleges and technical institutes. He was subsequently selected to draft the major components of a pan-Canadian protocol which has recently been approved in principle by the Board of the ACCC.* It is anticipated that institutional signatures will be solicited in the very near future.

The Executive Director and Walter Wattamaniuk (Director of Institutional Research at SFU) presented a paper at the annual meeting of the Canadian Institutional Research and Planning Association titled *Using Institutional Research to Measure the Effectiveness of Student Transfer from Colleges to Universities.**

The Executive Director was an invited speaker at a meeting of the Canadian Tourism Human Resource Council. He spoke on the critical factors required to successfully improve transfer and articulation among tourism programs across Canada.*

10. International Agencies

The Executive Director met with the CEO of Waikato Polytechnic of Hamilton, New Zealand to discuss our system of articulation and transfer and its potential application among institutions in New Zealand.

The Associate Director attended and made a presentation to the International Consortium on Economic and Educational Development, a NAFTA-related organization with representation from Mexico, Canada and the US. She also presented a paper at the Annual Conference of the Pacific Association of Collegiate Registrars and Admission Officers, in California.

In addition, Council staff have been in touch with Transfer Offices in Arizona, North Carolina and Minnesota, in some cases requesting information, and in other cases providing it. Several states are undergoing extensive transfer "reform" and provide interesting case studies for the B.C. experience, since there are no relevant Canadian models we can look to besides Alberta.

F. LIST OF DOCUMENTS SENT TO MINISTRY

1. Draft Revised Requirements-Associate of Arts, and Associate of Science Degrees
2. The Associate Degree and Block Transfer discussion paper
3. Contact Information for Articulation Committees
4. Report of the November 13th, 1998 Forum for Articulation Committees
5. Categorization of Council Research Reports
6. Investigating Transfer, Phases I and II
7. Investigating Transfer, Phase III
8. UBC Transcript Assessment Study
9. Profile of BC Transfer Students Admitted to Simon Fraser University 1993/94 to 1997/98
10. Profile of BC Transfer Students Admitted to the University of Victoria 1993/94 to 1997/98
11. Profile of BC Transfer Students Admitted to the University of BC 1992/93 to 1996/97
12. Student Transfer Handbook – pilot test version
13. Task Force on Standards & Processes, Year One Recommendations
14. Transfer Innovations Request for Proposals Package
15. Special Report – "Transfer: What's the problem?"
16. Minutes of 1998 Meeting of Institutional Contact Persons
17. 1998-99 BC Transfer Guide
18. BCCAT Web Site Visitor Statistics
19. Web site Change Report example
20. Transfer Guide Coordinator's Report
21. Functional Design Specifications for Electronic Transfer Evaluation Form
22. University Entrance Requirements Statement
23. BC Council on Admissions & Transfer brochure
24. Maclean's Magazine article
25. September 1998 Newsletter
26. Report on September 1998 trip to Britain
27. Letter from Carol Matthews regarding Prior Learning Assessment recommendations
28. ACCC Protocol on Mobility & Transferability
29. Report to the CIRPA Conference, October 1998
30. Report to the Canadian Tourism Human Resources Council